

FOREWORD

This 1996 edition of the *Digest of Education Statistics* is the 32nd in a series of publications initiated in 1962. (The *Digest* has been issued annually except for combined editions for the years 1977–78, 1983–84, and 1985–86.) Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The *Digest* includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education comparisons, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Although the *Digest* contains important information on federal education funding, more detailed information on federal activities is available from federal education program offices. For example, the Office of Bilingual Education and Minority Languages Affairs supports the National Clearinghouse on Bilingual Education, which compiles information on students and teachers involved in bilingual education.

The *Digest* is divided into seven chapters: “All Levels of Education,” “Elementary and Secondary Education,” “Postsecondary Education,” “Federal Programs for Education and Related Activities,” “Outcomes of Education,” “International Comparisons of

Education,” and “Learning Resources and Technology.” To qualify for inclusion, material must be nationwide in scope and of current interest and value. The introduction includes a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. Information on the structure of the statistical tables is contained in the “Guide to Tabular Presentation.” The “Guide to Sources” provides a brief synopsis of the surveys used to generate the tabulations for the *Digest*. Also, a “Definitions” section is included to help readers understand terms.

In addition to updating many of the statistics that have appeared in previous years, this edition contains a significant amount of new material, including:

- Percent of students in grades 4, 8, and 12 at various geography proficiency levels in 1994, table 115;
- Sources of funding for state education agencies, table 158;
- Staff and student/staff ratios in institutions of higher education, by type and control of institution and state, table 219;
- Percent of public schools and school classrooms with Internet access, table 411.

Mary Frase
Acting Associate Commissioner,
Data Development and Longitudinal Studies
Group
National Center for Education Statistics
November 1996

ACKNOWLEDGMENTS

Many people have contributed in one way or another to the development of the *Digest*. Thomas D. Snyder was responsible for the overall development and preparation of this *Digest* which was prepared under the general direction of Jeanne E. Griffith.

Charlene M. Hoffman provided technical assistance in all phases of its preparation and was responsible for Chapter 4, "Federal Programs for Education and Related Activities," and for tables on degrees conferred. Claire Geddes developed the text for chapter introductions and was responsible for materials dealing with higher education enrollment, finance, and faculty characteristics. William Sonnenberg provided statistical computing consultation on all phases of the report. Celestine Davis provided statistical assistance on materials dealing with educational attainment and student assessment. Debra Gerald and William Hussar prepared projections of school enrollment and finance statistics.

A number of individuals outside the Center also expended large amounts of time and effort on the *Digest*. Sherrie Aitken, Carla Claycomb, Peter Eisenberg, John Powell, William Scarbrough, Linda Shafer, and Patricia Thomson of CSR, Inc., provided research and statistical assistance. Robert Craig and Michelle Brown of Pinkerton Computer Consultants,

Inc., provided computer support. In the Office of Media and Information Services, Robert LeGrand and Simone Miranda provided editorial assistance and Phil Carr designed the cover. Jerry Fairbanks of the U.S. Government Printing Office managed the typesetting.

This year's edition of the *Digest* has received extensive reviews by individuals within and outside the Department of Education. We wish to thank them for their time and expert advice. In the Office of Educational Research and Improvement (OERI), W. Vance Grant, Mary Frase, and Shelley Burns reviewed the entire manuscript. Rosemary Clark (U.S. Bureau of the Census) also reviewed the entire document. OERI staff who reviewed portions of the manuscript were: Susan Ahmed, Sam Barbett, Jonaki Bose, Patricia Q. Brown, Susan Broyles, Adrienne Chute, Mike Cohen, Rosa Fernandez, Debra Gerald, Arnold Goldstein, Steven Gorman, Kerry Gruber, Frank Johnson, Austin Lin, Marilyn McMillen, Frank Morgan, Jeffrey Owings, John Sietsema, Shi-Chang Wu, and Linda Zimble. Agency reviews were conducted by the Office of Bilingual Education and Minority Languages Affairs and the Planning and Evaluation Service.

Contents

	Page
Foreword	iii
Acknowledgments	v
Introduction	1
Chapter 1. All Levels of Education	5
Chapter 2. Elementary and Secondary Education	43
Chapter 3. Postsecondary Education	167
College and University Education	174
Vocational and Adult Education	362
Chapter 4. Federal Programs for Education and Related Activities	367
Chapter 5. Outcomes of Education	409
Chapter 6. International Comparisons of Education	427
Chapter 7. Library Resources and Technology	451
Appendix	
Guide to Tabular Presentation	461
Guide to Sources	463
Definitions	497
Index of Table Numbers	511

Figures

1. The structure of education in the United States	7
2. Enrollment and total expenditures in current and constant dollars, by level of education: 1960–61 to 1995–96	8
3. Years of school completed by persons 25 years old and over: 1940 to 1995	9
4. Years of school completed by persons 25 to 29 years of age: 1940 to 1995	9
5. Highest degree earned by persons 25 years old and over: March 1995	10
6. Items most frequently cited by the public as a major problem facing the local public schools: 1980 to 1995	10
7. Preprimary enrollment of 3- to 5-year-olds, by attendance status: October 1970 to October 1995	46
8. Enrollment, number of teachers, pupil/teacher ratios, and expenditures in public schools: 1960–61 to 1995–96	47
9. Percentage change in public elementary and secondary enrollment, by state: Fall 1990 to fall 1995	48
10. Average annual salary for public elementary and secondary school teachers: 1969–70 to 1995–96	48
11. Sources of revenue for public elementary and secondary schools: 1970–71 to 1993–94	49
12. Current expenditure per pupil in average daily attendance in public elementary and secondary schools: 1970–71 to 1995–96	49
13. Enrollment, degrees conferred, and expenditures in institutions of higher education: 1960–61 to 1995–96	170
14. Percentage change in total enrollment of institutions of higher education, by state: Fall 1990 to fall 1994	171
15. Enrollment in institutions of higher education, by age: Fall 1970 to fall 2006	171
16. Full-time-equivalent students per staff member in public and private institutions of higher education: 1976, 1991, and 1993	172
17. Trends in bachelor's degrees conferred in selected fields of study: 1983–84, 1988–89, and 1993–94	172
18. Sources of current-fund revenue for public institutions of higher education: 1993–94	173
19. Sources of current-fund revenue for private institutions of higher education: 1993–94	173
20. Federal funds for education, by agency: Fiscal year 1996	379
21. Federal on-budget funds for education, by level or other educational purpose: 1965 to 1996	380
22. U.S. Department of Education outlays, by type of recipient: Fiscal year 1996	380
23. Unemployment rates of persons 25 years old and over, by highest level of education attained: 1995	411

24.	Labor force status of 1994–95 high school graduates and dropouts: October 1995	411
25.	Median annual earnings of workers 25 years old and over, by highest degree attained and sex: 1994	412
26.	Salaries of recent bachelor's degree recipients 1 year after graduation, by field: 1987 and 1991	412
27.	Percentage change in enrollment, by area of the world and level of education: 1980 to 1993	430
28.	Public expenditures for education as a percentage of gross national product: Selected countries, 1992	430
29.	Distribution of mathematics proficiency scores of 13-year-olds, by country: 1991	431
30.	Distribution of science proficiency scores of 13-year-olds, by country: 1991	431
31.	Bachelor's degree recipients as a percent of population in the appropriate age group for selected countries, by sex: 1991	432
32.	Student use of computers at school, by level of instruction: October 1989 and 1993 .	452

Tables

1. All Levels of Education

Enrollment, Teachers, and Schools

1.	Estimated number of participants in elementary and secondary education and in higher education: Fall 1996	11
2.	Enrollment in educational institutions, by level and control of institution: Fall 1980 to fall 2000	11
3.	Enrollment in educational institutions, by level and by control of institution: 1869–70 to fall 2006	12
4.	Teachers in elementary and secondary schools, and senior instructional staff in institutions of higher education, by control of institution: Fall 1970 to fall 2006	13
5.	Educational institutions, by level and control of institution: 1978–79 to 1994–95	14

Enrollment Rates

6.	Percent of the population 3 to 34 years old enrolled in school, by age: April 1940 to October 1995	15
7.	Percent of the population 3 to 34 years old enrolled in school, by race/ethnicity, sex, and age: October 1975 to October 1995	16

Educational Attainment

8.	Years of school completed by persons age 25 and over and 25 to 29, by race and sex: 1910 to 1995	17
9.	Highest level of education attained by persons age 18 and over, by age, sex, and race/ethnicity: 1995	18
10.	Number of persons age 18 and over who hold a bachelor's or higher degree, by field of study, sex, race, and age: Spring 1993	19
11.	Educational attainment of persons 25 years old and over, by state: April 1990	20

12. Educational attainment of persons 25 years old and over, by state and race/ethnicity: April 1990	21
13. Years of school completed by persons age 25 and over in the 15 largest states and the 15 largest metropolitan areas: March 1993	22

Population

14. Estimates of resident population, by age group: July 1, 1960 to July 1, 1995	22
15. Estimates of school-age resident population, by race and sex: July 1, 1960 to July 1, 1995	23
16. Estimated total and school-age resident population, by state: 1970 to 1995	24

Characteristics of Families with Children

17. Families, by family status and presence of own children under 18: 1970 to 1994	25
18. Characteristics of families with own children under 18, by family status and race/ethnicity: 1994	26
19. Household income and poverty rates, by state: 1990, 1993, and 1994	27
20. Poverty status of persons, families, and children under 18, by race/ethnicity: 1959 to 1994	28

Opinions on Education

21. Average grade that the public would give the schools in their community and in the nation at large: 1974 to 1995	29
22. Items most frequently cited by the general public as a major problem facing the local public schools: 1970 to 1995	29
23. Public opinion of public and private school choice: 1989 to 1995	30
24. Parental involvement in 8th graders' school-related activities, by selected parental characteristics: 1988	30
25. Teachers' opinions about the most important goals for education, by type and control of school: 1990–91	31
26. Teachers' perceptions about serious problems in their schools, by type and control of school: 1990–91 and 1993–94	31
27. Teachers' perceptions about teaching and school conditions, by type and control of school: 1993–94	32
28. Public's level of confidence in various institutions: 1994	33

Charitable Contributions

29. Percentage of households contributing to education and other charitable organizations and average annual donation, by type of charity: 1989, 1991, and 1993	33
---	----

Finances

30. Total expenditures of educational institutions related to the gross domestic product, by level of institution: 1959–60 to 1995–96	34
31. Total expenditures of educational institutions, by level and control of institution: 1899–1900 to 1995–96	35

32. Estimated total expenditures of educational institutions, by level, control of institution, and source of funds: 1979–80 to 1993–94	36
33. Governmental expenditures, by level of government and function: 1970–71 to 1991–92	37
34. Direct general expenditures of state and local governments for all functions and for education, by level and state: 1991–92	38
35. Direct general expenditures per capita of state and local governments for all functions and for education, by level and state: 1991–92	39
36. Gross domestic product, state and local expenditures, personal income, disposable personal income, median family income, and population: 1929 to 1995	40
37. Gross domestic product deflator, Consumer Price Index, education price indexes, and federal budget composite deflator: 1919 to 1996	41

2. Elementary and Secondary Education

Enrollment

38. Historical summary of public elementary and secondary school statistics: 1869–70 to 1993–94	50
39. Enrollment in public elementary and secondary schools, by level and state: Fall 1980 to fall 1995	52
40. Enrollment in public elementary and secondary schools, by grade and state: Fall 1994	54
41. Enrollment in public elementary and secondary schools, by grade and state: Fall 1993	56
42. Enrollment in public elementary and secondary schools, by grade: Fall 1980 to fall 1994	58
43. Average daily attendance in public elementary and secondary schools, by state: 1969–70 to 1993–94	59
44. Enrollment in public elementary and secondary schools, by race or ethnicity and state: Fall 1986 and fall 1994	60
45. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by level and control of program and by attendance status: October 1965 to October 1995	61
46. Child care, nursery school, and kindergarten experiences prior to first grade, by educational attainment of parents: 1991	62
47. Child care arrangements of preschool children, by age and household characteristics: 1991 and 1995	63
48. Percent of public school kindergarten teachers indicating the importance of various factors for kindergarten readiness: Spring 1993	63
49. Participation of public kindergarten children in selected activities 5 days a week, by length and size of class and teacher preparation: Spring 1993	64
50. Public school pupils transported at public expense and current expenditures for transportation: 1929–30 to 1993–94	64
51. Children 0 to 21 years old served in federally supported programs for the disabled, by type of disability: 1976–77 to 1993–94	65

52.	Percentage distribution of disabled persons 3 to 21 years old receiving education services for the disabled, by age group and educational environment: 1992–93	66
53.	State legislation on gifted and talented programs and number and percent of students receiving services in public elementary and secondary schools, by state: 1993–94	66
54.	Number of children served under Individuals with Disabilities Education Act and Chapter 1 of the Education Consolidation and Improvement Act, State Operated Programs, by age group and state: 1990–91, 1991–92, and 1993–94	67
55.	Enrollment in grades 9 to 12 in public and private schools compared with population 14 to 17 years of age: 1889–90 to fall 1995	68
56.	Enrollment in foreign language courses compared with enrollment in grades 9 to 12 of public secondary schools: Fall 1948 to fall 1990	69
57.	Student participation in school programs and services, by control, level of school, and type of community: 1993–94	70

Private Elementary and Secondary Schools

58.	Private elementary and secondary enrollment and schools, by selected characteristics: 1993–94	70
59.	Private elementary and secondary staff and student-staff ratios, by level and orientation of school: 1993–94	71
60.	Private elementary and secondary enrollment and schools, by amount of tuition, level, and orientation of school: 1993–94	72
61.	Summary statistics on Catholic elementary and secondary schools, by level: 1919–20 to 1995–96	72
62.	Private elementary and secondary schools, enrollment, teachers, and high school graduates, by state: Fall 1993	73

Teachers and Other Instructional Staff

63.	Public and private elementary and secondary teachers and pupil-teacher ratios, by level: Fall 1955 to fall 1996	74
64.	Public elementary and secondary teachers, by level and state: Fall 1990 to fall 1995	75
65.	Teachers, enrollment, and pupil-teacher ratios in public elementary and secondary schools, by state: Fall 1989 to fall 1994	76
66.	Teachers in public and private elementary and secondary schools, by selected characteristics: 1993–94	77
67.	Highest degree earned and number of years teaching experience for teachers in public elementary and secondary schools, by state: 1993–94	78
68.	Selected characteristics of public school teachers: Spring 1961 to spring 1991	79
69.	Public secondary school teachers, by subject taught: Spring 1966 to spring 1991	80
70.	Percent of vocational and nonvocational public school teachers of grades 9 to 12, by selected demographic and educational characteristics: 1993–94	80
71.	Mobility of public and private elementary and secondary teachers, by selected school and teacher characteristics: 1988–89 and 1991–92	81

72.	Average salaries for full-time teachers in public and private elementary and secondary schools, by selected characteristics: 1993–94	82
73.	Percent of public school teachers who agree strongly or agree somewhat with specific aspects of job satisfaction: 1984 and 1995	83
74.	Public school teachers' ratings of their schools and whether suggested changes will have a positive effect on education (in percent): 1984 and 1995	83
75.	Percent of public school teachers who think about leaving: 1985 and 1995	83
76.	Estimated average annual salary of teachers in public elementary and secondary schools: 1959–60 to 1995–96	84
77.	Estimated average annual salary of teachers in public elementary and secondary schools, by state: 1969–70 to 1995–96	85
78.	Minimum and average teacher salaries, by state: 1990–91, 1993–94, and 1994–95 ..	86
79.	Average annual salary of instructional staff in public elementary and secondary schools, by state: 1939–40 to 1995–96	87
80.	Estimated average annual salary of instructional staff in public elementary and secondary schools and average annual earnings of full-time employees in all industries: 1929–30 to 1995–96	88
81.	Staff employed in public elementary and secondary school systems, by functional area: 1949–50 to fall 1994	89
82.	Staff employed in public school systems, by type of assignment and state: Fall 1994	90
83.	Staff employed in public school systems, by type of assignment and state: Fall 1993	91
84.	Staff and teachers in public elementary and secondary schools, by state: Fall 1988 to fall 1994	92
85.	Staff, enrollment, and pupil-staff ratios in public elementary and secondary schools, by state: Fall 1988 to fall 1994	93
86.	Principals in public and private elementary and secondary schools, by selected characteristics: 1993–94	94

Schools and School Districts

87.	Public elementary and secondary students, schools, pupil-teacher ratios, and finances, by type of locale: 1993	95
88.	Public school districts and public and private elementary and secondary schools: 1929–30 to 1994–95	96
89.	Public school districts and enrollment, by size of district: 1988–89 to 1994–95	96
90.	Number and percentage of public elementary and secondary education agencies, by state and type of agency: 1994–95	97
91.	Selected statistics for public school districts enrolling more than 20,000 pupils, by state: 1993–94	98
92.	Enrollment of the 130 largest public school districts: Fall 1994	103

93.	Public elementary and secondary schools, by type of school: 1967–68 to 1994–95 ...	104
94.	Public elementary and secondary schools, by type and size of school: 1994–95	104
95.	Public elementary and secondary schools, by type and state: 1989–90 to 1994–95 ...	105
96.	Public elementary schools, by grade span and average school size, by state: 1994–95	106
97.	Public secondary schools, by grade span and average school size, by state: 1994–95	107
<i>High School Seniors, Completions, and Dropouts</i>		
98.	High school graduates compared with population 17 years of age, by sex and control of school: 1869–70 to 1995–96	108
99.	Public high school graduates, by state: 1969–70 to 1995–96	109
100.	General Educational Development (GED) credentials issued, and number and age of test takers: United States and outlying areas, 1971 to 1994	110
101.	Percent of high school dropouts among persons 16 to 24 years old, by sex and race/ethnicity: April 1960 to October 1995	110
102.	Percent of high school dropouts among persons 16 to 34 years old, by age, sex, and race/ethnicity: October 1970 to October 1995	111
103.	Students with disabilities exiting the educational system, by age, type of disability, and basis of exit: United States and outlying areas, 1991–92 and 1992–93	112
104.	Postsecondary education and employment status, wages earned, and living arrangements of special education students out of secondary school up to 3 years, by type of disability: 1990	112
<i>Educational Achievement</i>		
105.	Average student proficiency in reading, by age and selected characteristics of students: 1971 to 1992	113
106.	Student proficiency in reading, by percentile and age: 1971 to 1992	113
107.	Student proficiency in reading, by age, amount of time spent on homework, reading habits, and reading materials in the home: 1971, 1984, and 1992	114
108.	Percent of students at or above selected reading proficiency levels, by sex, race/ethnicity, and age: 1971 to 1992	115
109.	Average proficiency in reading for 4th graders in public schools, by selected characteristics, region, and state: 1994	116
110.	Average proficiency in reading for 4th graders in public schools, by reading and television watching habits, region, and state: 1992	117
111.	Average writing performance of 4th, 8th, and 11th graders, by selected characteristics of students: 1984 to 1992	118
112.	Student values and attitudes toward writing, by grade level: 1984, 1990, and 1992 ...	119
113.	Percent of students at or above selected history proficiency levels, by selected characteristics and grade level: 1994	119

114.	Average student proficiency in geography and U.S. history, by student characteristics: 1994	120
115.	Percent of students at or above selected geography proficiency levels, by selected characteristics and grade level: 1994	120
116.	Average mathematics proficiency, by age and by selected characteristics of students: 1978 to 1992	121
117.	Percent of students at or above selected mathematics proficiency levels, by race/ethnicity and age: 1978 to 1992	121
118.	Average proficiency in mathematics content areas for 8th graders in public schools, by region and state: 1990 and 1992	122
119.	Average proficiency in mathematics content areas for 4th graders in public schools, by region and state: 1992	123
120.	Selected characteristics of 8th grade students in public schools, by region and state: 1992	124
121.	Mathematics proficiency of 17-year-olds, by highest mathematics course taken, sex, and race/ethnicity: 1978, 1990 and 1992	125
122.	Percent of students at or above selected science proficiency levels, by race/ethnicity and age: 1977 to 1992	125
123.	Average science proficiency, by age and by selected characteristics of students: 1977 to 1992	126
124.	Twelfth graders' achievement on history, mathematics, reading, and science tests: 1992	126
125.	Scholastic Assessment Test score averages for college-bound high school seniors, by sex: 1966–67 to 1994–95	127
126.	Scholastic Assessment Test score averages, by race/ethnicity: 1975–76 to 1994–95	127
127.	Distribution of Scholastic Assessment Test scores, by sex of student: 1975–76 to 1994–95	128
128.	Scholastic Assessment Test score averages, by intended area of study: 1977–78 to 1994–95	129
129.	Scholastic Assessment Test score averages, by class rank: 1976–77 to 1994–95	129
130.	Scholastic Assessment Test score averages, by state: 1974–75 to 1994–95	130
131.	American College Testing (ACT) score averages, by sex: 1967 to 1995	131
132.	Percent of high school seniors reporting they were in general, college preparatory, and vocational programs, by student characteristics: 1982 and 1992	131
133.	Average number of Carnegie units earned by public high school graduates in various subject fields, by student characteristics: 1982 to 1992	132
134.	Average number of Carnegie units earned by public school graduates in vocational education courses, by student characteristics: 1982 to 1992	133
135.	Percentage of high school graduates taking selected mathematics and science courses in high school, by sex and race/ethnicity: 1982 to 1994	134

136. Percent of high school graduates earning minimum credits in selected combinations of academic courses, by sex and race/ethnicity: 1982 to 1994 134

Student Activities and Behavior

137. Reasons given by twelfth graders for taking current mathematics and science classes, by selected student and school characteristics: 1992 135
138. Expected occupations of 8th, 10th, and 12th graders at age 30, by selected student and school characteristics: 1988, 1990, and 1992 135
139. Eighth, tenth, and twelfth graders' attitudes about school climate, by student and school characteristics: 1988, 1990, and 1992 136
140. Home activities of 3- to 8-year-olds, by grade of student: 1991 136
141. Participation of 10th and 12th graders in extracurricular activities, by selected student characteristics: 1990 and 1992 137
142. Percent of high school seniors who plan to go to college after graduation, by student characteristics: 1982 and 1992 137
143. Percent of high school seniors who say they engage in various activities, by student characteristics: 1982 and 1992 138
144. Percent of high school seniors who participate in selected school-sponsored extracurricular activities, by student characteristics: 1980 and 1992 138
145. Percent of high school students who reported experience with drugs and violence on school property, by race/ethnicity, grade, and sex: 1993 139
146. Percent of 12- to 17-year-olds reporting drug use during the past 30 days and the past year: 1972 to 1994 140
147. Percent of high school seniors reporting drug use, by type of drug and frequency of use: 1975 to 1995 141
148. Percent of teachers (grades 7 to 12) who feel that certain problems are serious or somewhat serious: 1995 141

State Regulations

149. Ages for compulsory school attendance, special education services for students, policies for kindergarten programs, and year-round schools, by state: 1995 and 1996 142
150. Tenth and twelfth graders' attendance patterns, by selected student and school characteristics: 1990 and 1992 143
151. Tenth graders who agree or strongly agree with statements on why they go to school: 1990 143
152. State requirements for high school graduation, in Carnegie units: 1980 and 1993 144
153. States using minimum-competency testing, by government level setting standards, grade levels assessed, and expected uses of standards: 1993, 1994, and 1995 149
154. States requiring testing for initial certification of teachers, by authorization, year enacted, year effective, and test used: 1987, 1990, and 1996 150

Revenues and Expenditures

155. Revenues for public elementary and secondary schools, by source of funds: 1919–20 to 1993–94 151

156.	Revenues for public elementary and secondary schools, by source and state: 1993–94	152
157.	Revenues for public elementary and secondary schools, by source and state: 1992–93	153
158.	Funds and staff for state education agencies, by source of funding and state: 1992–93	154
159.	Summary of expenditures for public elementary and secondary education, by purpose: 1919–20 to 1993–94	155
160.	Total expenditures for public elementary and secondary education, by function and subfunction: 1989–90 to 1993–94	156
161.	Expenditures for instruction in public elementary and secondary schools, by subfunction and state: 1992–93 and 1993–94	157
162.	Current expenditures for public elementary and secondary education, by state: 1959–60 to 1995–96	158
163.	Total expenditures for public elementary and secondary education, by function and state: 1993–94	160
164.	Total expenditures for public elementary and secondary education, by function and state: 1992–93	162
165.	Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state: 1959–60 to 1993–94	164
166.	Total and current expenditure per pupil in public elementary and secondary schools: 1919–20 to 1995–96	166

3–A. Postsecondary Education: College and University Education

Enrollment

167.	Enrollment and staff in, and degrees conferred by, institutions of higher education and noncollegiate postsecondary institutions: 1993–94 and fall 1993 and 1994	174
168.	Historical summary of faculty, students, degrees, and finances in institutions of higher education: 1869–70 to 1993–94	175
169.	Total fall enrollment in institutions of higher education, by attendance status, sex of student, and control of institution: 1947 to 1994	176
170.	Total fall enrollment in institutions of higher education, by control and type of institution: 1963 to 1994	177
171.	Total fall enrollment in institutions of higher education, by attendance status, sex, and age: Fall 1970 to fall 2006	178
172.	Total fall enrollment in institutions of higher education, by level, sex, age, and attendance status of student: 1993	179
173.	Total fall enrollment in institutions of higher education, by type and control of institution, and age and attendance status of student: 1993	180
174.	Total fall enrollment in institutions of higher education, by level of enrollment, sex, attendance status, and type and control of institution: 1993 and 1994	181
175.	Total fall enrollment in institutions of higher education, by type and control of institution, attendance status, and sex of student: 1970 to 1994	182

176.	Fall enrollment and number of institutions of higher education, by affiliation of institution: 1980 to 1994	183
177.	Total first-time freshmen enrolled in institutions of higher education, by sex of student, attendance status, and type and control of institution: Fall 1955 to fall 1994	185
178.	Total first-time freshmen enrolled in institutions of higher education, by attendance status, sex, control of institution, and state: Fall 1991 to fall 1994 ...	186
179.	College enrollment rates of high school graduates, by race/ethnicity: 1960 to 1995 ...	187
180.	College enrollment rates of high school graduates, by sex: 1960 to 1995	188
181.	Graduation, college preparation, and college application rates of high school students, by selected school characteristics: 1993–94	188
182.	Enrollment rates of 18- to 24-year-olds in institutions of higher education, by race/ethnicity: 1967 to 1995	189
183.	Total undergraduate fall enrollment in institutions of higher education, by sex of student, attendance status, and control of institution: 1969 to 1994	189
184.	Total graduate fall enrollment in institutions of higher education, by attendance status, sex of student, and control of institution: 1969 to 1994	190
185.	Total first-professional fall enrollment in institutions of higher education, by attendance status, sex of student, and control of institution: 1969 to 1994	190
186.	Total fall enrollment in institutions of higher education, by state: 1970 to 1994	191
187.	Total fall enrollment in public institutions of higher education, by state: 1970 to 1994	192
188.	Total fall enrollment in private institutions of higher education, by state: 1970 to 1994	193
189.	Total fall enrollment in all institutions of higher education, by attendance status, sex, and state: 1993 and 1994	194
190.	Total fall enrollment in public institutions of higher education, by attendance status, sex, and state: 1993 and 1994	195
191.	Total fall enrollment in private institutions of higher education, by attendance status, sex, and state: 1993 and 1994	196
192.	Total fall enrollment in institutions of higher education, by control, type of institution, and state: 1993 and 1994	197
193.	Total fall enrollment in institutions of higher education, by level of enrollment and state: 1992 to 1994	198
194.	Total fall enrollment in institutions of higher education, by control, level of enrollment, and state: 1994	199
195.	Total fall enrollment in institutions of higher education, by control, level of enrollment, and state: 1993	200
196.	Full-time-equivalent fall enrollment in institutions of higher education, by control and type of institution: 1969 to 1994	201

197.	Full-time-equivalent fall enrollment in institutions of higher education, by control, type of institution, and state: 1992 to 1994	202
198.	Full-time-equivalent fall enrollment in institutions of higher education, by control and state: 1980 to 1994	203
199.	Residence and migration of all freshmen students in institutions of higher education, by state: Fall 1994	204
200.	Residence and migration of all freshmen students in institutions of higher education graduating from high school in the past 12 months, by state: Fall 1994	205
201.	Residence and migration of all freshmen students in 4-year colleges graduating from high school in the past 12 months, by state: Fall 1994	206
202.	Total fall enrollment in institutions of higher education, by type and control of institution and race/ethnicity of student: 1976 to 1994	207
203.	Total fall enrollment in institutions of higher education, by level of study, sex, and race/ethnicity of student: 1976 to 1994	208
204.	Total number of institutions and fall enrollment in institutions of higher education, by percentage minority enrollment: 1994	210
205.	Total fall enrollment in institutions of higher education, by race/ethnicity of student and by state: 1992, 1993, and 1994	211
206.	Percent of students enrolled in postsecondary institutions, by disability status and selected student characteristics: 1992–93	212
207.	Enrollment of persons 14 to 34 years of age in institutions of higher education, by race/ethnicity, sex, and year of college: October 1965 to October 1995	213
208.	Enrollment in postsecondary education, by major field of study, age, and level of student: 1992–93	214
209.	Graduate enrollment in science and engineering programs in institutions of higher education, by field of study: United States and outlying areas, fall 1981 to fall 1992	215
210.	Institutions of higher education and branches, by type, control, and size of enrollment: Fall 1993 and fall 1994	216
211.	Enrollment of the 120 largest college and university campuses: Fall 1994	217
212.	Selected statistics for college and university campuses enrolling more than 14,600 students in 1994	218
213.	Fall enrollment, degrees conferred, and expenditures in historically black colleges and universities, by institution: 1994	224
214.	Selected statistics on historically black colleges and universities: 1980, 1988, and 1994	226
215.	Fall enrollment in historically black colleges and universities, by type and control of institution: 1976 to 1994	227
Staff		
216.	Employees in institutions of higher education, by primary occupation, employment status, and control of institution: Fall 1976, fall 1991, and fall 1993	227

217.	Employees in institutions of higher education by race, primary occupation, control of institution, sex, and employment status: Fall 1993	228
218.	Employees in institutions of higher education, by primary occupation, sex, employment status, and by type and control of institution: Fall 1993	229
219.	Staff and student/staff ratios in institutions of higher education, by type and control of institution and by state: Fall 1993	230
Faculty		
220.	Full-time and part-time senior instructional faculty in institutions of higher education, by employment status, control, and type of institution: Fall 1970 to fall 1993	231
221.	Full-time instructional faculty in institutions of higher education, by race/ethnicity, academic rank, and sex: Fall 1993	231
222.	Full-time and part-time instructional faculty and staff in institutions of higher education, by selected characteristics and type and control of institution: Fall 1992	232
223.	Full-time instructional faculty and staff in institutions of higher education, by instruction activities and type and control of institution: Fall 1992	234
224.	Part-time instructional faculty and staff in institutions of higher education, by instruction activities and type and control of institution: Fall 1992	235
225.	Full-time and part-time instructional faculty and staff in institutions of higher education, by type and control, academic rank, age, salary, race/ethnicity, and sex: Fall 1992	236
226.	Full-time and part-time instructional faculty and staff in institutions of higher education, by faculty characteristics and field: Fall 1992	238
227.	Percentage distribution of full-time and part-time instructional faculty and staff in institutions of higher education, by program area, race/ethnicity, and sex: Fall 1992	240
228.	Average base salaries of full-time instructional faculty and staff in institutions of higher education, by type and control of institution and by field of instruction: 1987–88 and 1992–93	241
229.	Average salary of full-time instructional faculty on 9-month contracts in institutions of higher education, by academic rank, sex, and control and type of institution: 1970–71 to 1994–95	242
230.	Average salary of full-time instructional faculty on 9-month contracts in institutions of higher education, by academic rank, sex, and by type and control of institution: 1980–81, 1990–91, 1993–94, and 1994–95	244
231.	Average salary of full-time instructional faculty on 9-month contracts in institutions of higher education, by type and control of institution and by state: 1994–95	245
232.	Average salary of full-time instructional faculty on 9-month contracts in institutions of higher education, by type and control of institution and by state: 1993–94	246
233.	Average salary of full-time instructional faculty on 9-month contracts in 4-year institutions of higher education, by type and control of institution and rank of faculty and by state: 1994–95	247
234.	Average salary of full-time instructional faculty on 9-month contracts in 4-year institutions of higher education, by type and control of institution and rank of faculty and by state: 1993–94	248

235. Full-time instructional faculty with tenure for institutions reporting tenure status, by academic rank, sex, and type and control of institution: 1980–81, 1990–91, 1993–94, and 1994–95	249
<i>Institutions</i>	
236. Institutions of higher education, by control and type of institution: 1949–50 to 1995–96	250
237. Institutions of higher education and branches, by type, control of institution, and state: 1995–96	251
238. Institutions of higher education that have closed their doors, by control and type of institution: 1960–61 to 1994–95	252
<i>Degrees</i>	
239. Earned degrees conferred by institutions of higher education, by level of degree and sex of student: 1869–70 to 2005–06	253
240. Earned degrees conferred by institutions of higher education, by level of degree and by state: 1992–93 and 1993–94	254
241. Associate degrees conferred by institutions of higher education, by sex and field of study: 1987–88 to 1991–92	255
242. Associate degrees and other subbaccalaureate awards conferred by institutions of higher education, by length of curriculum, sex of student, and field of study: 1993–94	256
243. Associate degrees and other subbaccalaureate awards conferred by institutions of higher education, by length of curriculum, sex of student, and field of study: 1992–93	257
244. Bachelor's, master's, and doctor's degrees conferred by institutions of higher education, by sex of student and field of study: 1993–94	258
245. Bachelor's, master's, and doctor's degrees conferred by institutions of higher education, by sex of student and field of study: 1992–93	266
246. Bachelor's degrees conferred by institutions of higher education, by discipline division: 1970–71 to 1993–94	274
247. Master's degrees conferred by institutions of higher education, by discipline division: 1970–71 to 1993–94	275
248. Doctor's degrees conferred by institutions of higher education, by discipline division: 1970–71 to 1993–94	276
249. Degrees conferred by institutions of higher education, by control of institution: 1969–70 to 1993–94	277
250. Degrees conferred by institutions of higher education, by control of institution, level of degree, and discipline division: 1993–94	277
251. Degrees conferred by institutions of higher education, by control of institution, level of degree, and discipline division: 1992–93	278
252. Number of institutions of higher education conferring degrees, by level of degree and discipline division: 1993–94	279
253. Number of institutions of higher education conferring degrees, by level of degree and discipline division: 1992–93	280

254.	First-professional degrees conferred by institutions of higher education in dentistry, medicine, and law, by sex, and number of institutions conferring degrees: 1949–50 to 1993–94	281
255.	First-professional degrees conferred by institutions of higher education, by sex of student, control of institution, and field of study: 1982–83 to 1993–94	282
256.	Associate degrees conferred by institutions of higher education, by racial/ethnic group and sex of student: 1976–77 to 1993–94	283
257.	Associate degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1993–94	284
258.	Associate degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1992–93	285
259.	Bachelor's degrees conferred by institutions of higher education, by racial/ethnic group and sex of student: 1976–77 to 1993–94	286
260.	Bachelor's degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1993–94	287
261.	Bachelor's degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1992–93	288
262.	Master's degrees conferred by institutions of higher education, by racial/ethnic group and sex of student: 1976–77 to 1993–94	289
263.	Master's degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1993–94	290
264.	Master's degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1992–93	291
265.	Doctor's degrees conferred by institutions of higher education, by racial/ethnic group and sex of student: 1976–77 to 1993–94	292
266.	Doctor's degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1993–94	293
267.	Doctor's degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1992–93	294
268.	First-professional degrees conferred by institutions of higher education, by racial/ethnic group and sex of student: 1976–77 to 1993–94	295
269.	First-professional degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1993–94	296
270.	First-professional degrees conferred by institutions of higher education, by racial/ethnic group, major field of study, and sex of student: 1992–93	296
271.	Earned degrees in agriculture and natural resources conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	297
272.	Earned degrees in architecture and related programs conferred by institutions of higher education, by level of degree and sex of student: 1949–50 to 1993–94	297
273.	Earned degrees in the biological/life sciences conferred by institutions of higher education, by level of degree and sex of student: 1951–52 to 1993–94	298

274.	Earned degrees in biology, microbiology, and zoology conferred by institutions of higher education, by level of degree: 1970–71 to 1993–94	298
275.	Earned degrees in business management and administrative services conferred by institutions of higher education, by level of degree and sex of student: 1955–56 to 1993–94	299
276.	Earned degrees in communications conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	299
277.	Earned degrees in computer and information sciences conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	300
278.	Earned degrees in education conferred by institutions of higher education, by level of degree and sex of student: 1949–50 to 1993–94	300
279.	Earned degrees in engineering conferred by institutions of higher education, by level of degree and sex of student: 1949–50 to 1993–94	301
280.	Earned degrees in chemical, civil, electrical, and mechanical engineering conferred by institutions of higher education, by level of degree: 1970–71 to 1993–94	301
281.	Earned degrees in English language and literature/letters conferred by institutions of higher education, by level of degree and sex of student: 1949–50 to 1993–94	302
282.	Earned degrees in modern foreign languages and literatures conferred by institutions of higher education, by level of degree and sex of student: 1949–50 to 1993–94	302
283.	Earned degrees in French, German, and Spanish conferred by institutions of higher education, by level of degree: 1949–50 to 1993–94	303
284.	Earned degrees in the health professions and related sciences conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	303
285.	Earned degrees in mathematics conferred by institutions of higher education, by level of degree and sex of student: 1949–50 to 1993–94	304
286.	Earned degrees in the physical sciences conferred by institutions of higher education, by level of degree and sex of student: 1959–60 to 1993–94	304
287.	Earned degrees in chemistry, geology, and physics conferred by institutions of higher education, by level of degree: 1970–71 to 1993–94	305
288.	Earned degrees in psychology conferred by institutions of higher education, by level of degree and by sex of student: 1949–50 to 1993–94	305
289.	Earned degrees in public administration and services conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	306
290.	Earned degrees in the social sciences and history conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	306
291.	Earned degrees in economics, history, political science and government, and sociology conferred by institutions of higher education, by level of degree: 1949–50 to 1993–94	307
292.	Earned degrees in visual and performing arts conferred by institutions of higher education, by level of degree and sex of student: 1970–71 to 1993–94	307

293.	Statistical profile of persons receiving doctor's degrees, by field of study: 1993–94 ...	308
294.	Statistical profile of persons receiving doctor's degrees in education: 1979–80 to 1993–94	309
295.	Statistical profile of persons receiving doctor's degrees in engineering: 1979–80 to 1993–94	309
296.	Statistical profile of persons receiving doctor's degrees in the humanities: 1979–80 to 1993–94	310
297.	Statistical profile of persons receiving doctor's degrees in the life sciences: 1979–80 to 1993–94	310
298.	Statistical profile of persons receiving doctor's degrees in the physical sciences: 1979–80 to 1993–94	311
299.	Statistical profile of persons receiving doctor's degrees in the social sciences: 1979–80 to 1993–94	311
300.	Doctor's degrees conferred by 60 large institutions of higher education: 1984–85 to 1993–94	312
Outcomes		
301.	Percentage distribution of 1980 high school sophomores by the timing of their first postsecondary enrollment, by selected characteristics: 1982 to 1992	313
302.	Percentage distribution of 1980 high school sophomores, by highest level of education completed through 1992, by selected student characteristics: 1980 to 1992	314
303.	Mean number of semester credits completed by bachelor's degree recipients, by major and course area: 1972 to 1976 and 1980 to 1984	315
304.	Colleges and universities offering remedial services, by type and control of institu- tion: 1987–88 to 1995–96	315
305.	Highest level of education attained by 1980 high school seniors, by selected student and school characteristics: Spring 1986	316
306.	Highest level of education attained by 1980 high school seniors, by race/ethnicity and October 1980 postsecondary education attendance status: Spring 1986	317
307.	Enrollment and completion status of first-time postsecondary students starting during the 1989–90 academic year, by degree objective and other student characteristics: 1994	318
308.	Scores on Graduate Record Examination (GRE) and subject matter tests: 1965 to 1995	319
Student Charges and Student Financial Assistance		
309.	Average undergraduate tuition and fees and room and board rates paid by students in institutions of higher education, by type and control of institution: 1964–65 to 1995–96	320
310.	Average undergraduate tuition and fees and room and board rates paid by students in institutions of higher education, by control of institution and by state: 1994–95 and 1995–96	322
311.	Average graduate and first-professional tuition paid by students in institutions of higher education: 1987–88 to 1995–96	323

312.	Percent of undergraduates enrolled in fall 1992 receiving aid and average amount awarded in 1992–93 per student, by type and source of aid and selected student characteristics	324
313.	Undergraduates enrolled full-time and part-time in 1992, by aid status and source of aid during 1992–93, and control and level of institution	325
314.	Undergraduates enrolled full-time and part-time in 1992, by type and source of aid received during 1992–93, and by control and level of institution	326
315.	Undergraduates enrolled full-time and part-time in 1992, by federal aid program and by control and level of institution: 1992–93	327
316.	Postbaccalaureate students enrolled full-time and part-time in 1992, by aid status and source of aid during 1992–93, by level of study and by control and level of institution	328
317.	Postbaccalaureate students enrolled full-time and part-time in 1992, by type of aid received during 1992–93, by level of study and by control and level of institution	329
318.	Scholarship and fellowship awards of institutions of higher education, by control of institution: 1959–60 to 1993–94	330
319.	Pell Grant revenue of institutions of higher education compared to current-fund revenue and tuition, by type and control of institution: 1985–86 to 1993–94	331
320.	State awards for need-based undergraduate scholarship and grant programs, by state: 1983–84 to 1994–95	332
Income		
321.	Current-fund revenue of institutions of higher education, by source: 1980–81 to 1993–94	333
322.	Current-fund revenue of public institutions of higher education, by source: 1980–81 to 1993–94	334
323.	Current-fund revenue of private institutions of higher education, by source: 1980–81 to 1993–94	335
324.	Revenue of institutions of higher education, by source of funds: 1919–20 to 1993–94	336
325.	Revenue of institutions of higher education, by source of funds and by control and type of institution: 1993–94	337
326.	Current-fund revenue of public institutions of higher education, by state: 1980–81 to 1993–94	338
327.	Current-fund revenue of public institutions of higher education, by source of funds and state: 1993–94	339
328.	Current-fund revenue of public institutions of higher education, by source of funds and state: 1992–93	340
329.	Current-fund revenue from state and local governments of institutions of higher education, by state: 1985–86 to 1993–94	341
330.	Current-fund revenue received from the federal government by the 120 institutions of higher education receiving the largest amounts: 1993–94	342

Expenditures

331.	Current-fund expenditures and expenditures per full-time-equivalent student in institutions of higher education, by type and control of institution: 1970–71 to 1993–94	343
332.	Current-fund expenditures and educational and general expenditures of institutions of higher education, by purpose and per student: 1929–30 to 1993–94	344
333.	Expenditures of institutions of higher education, by purpose and by control and type of institution: 1993–94	346
334.	Current-fund expenditures of institutions of higher education, by purpose: 1980–81 to 1993–94	348
335.	Current-fund expenditures of public institutions of higher education, by purpose: 1980–81 to 1993–94	349
336.	Current-fund expenditures of private institutions of higher education, by purpose: 1980–81 to 1993–94	350
337.	Voluntary support for institutions of higher education, by source and purpose of support: 1949–50 to 1994–95	350
338.	Educational and general expenditures of public universities, by purpose: 1976–77 to 1993–94	351
339.	Educational and general expenditures of public 4-year colleges, by purpose: 1976–77 to 1993–94	352
340.	Educational and general expenditures of public 2-year colleges, by purpose: 1976–77 to 1993–94	353
341.	Educational and general expenditures of private (nonprofit) universities, by purpose: 1976–77 to 1993–94	354
342.	Educational and general expenditures of private (nonprofit) 4-year colleges, by purpose: 1976–77 to 1993–94	355
343.	Current-fund expenditures of public institutions of higher education, by state: 1980–81 to 1993–94	356
344.	Educational and general expenditures of public institutions of higher education, by state: 1980–81 to 1993–94	357
345.	Current-fund expenditures and educational and general expenditures of private institutions of higher education, by state: 1985–86 to 1993–94	358
346.	Current-fund expenditures per full-time-equivalent student in institutions of higher education, by control and type of institution and purpose of expenditure: 1993–94	359

Property

347.	Additions to physical plant value of institutions of higher education, by type of addition and control of institution: 1969–70 to 1993–94	359
348.	Value of property and liabilities of institutions of higher education: 1899–1900 to 1993–94	360
349.	Endowment funds of the 120 institutions of higher education with the largest amounts: Fiscal year 1994	361

3–B. Postsecondary Education: Vocational and Adult Education***Adult Education***

350.	Participants in adult education 17 years old and older, by selected characteristics of participants: 1991	362
351.	Type of employer involvement and number of courses taken by adult education participants 17 years old and older, by selected characteristics of participants: 1991	363
352.	Participants in adult basic and secondary education programs, by level of enrollment and state: Fiscal years 1980, 1990, and 1991	364

Vocational Education

353.	Number of noncollegiate institutions offering postsecondary education, by control and state: 1993–94, 1994–95, and 1995–96	365
------	--	-----

4. Federal Programs for Education and Related Activities

354.	Federal education support and estimated federal tax expenditures for education, by category: Fiscal years 1965 to 1996	381
355.	Federal on-budget funds for education, by agency: Fiscal years 1965 to 1996	382
356.	Federal on-budget funds for education, by level or other educational purpose, by agency and program: Fiscal years 1965 to 1996	384
357.	Estimated federal support for education, by agency and type of ultimate recipient: Fiscal year 1996	396
358.	Federal on-budget funds obligated for programs administered by the U.S. Department of Education: Fiscal years 1980 to 1996	397
359.	U.S. Department of Education outlays, by level of education and type of recipient: Fiscal years 1980 to 1996	398
360.	U.S. Department of Education obligations for major programs, by state or other area: Fiscal year 1995	399
361.	U.S. Department of Education obligations for major programs, by state or other area: Fiscal year 1994	400
362.	Appropriations for Title I and Title VI, Elementary and Secondary Education Act (ESEA) of 1994, by state or other area: 1994–95 and 1995–96	401
363.	Federal science and engineering obligations to colleges and universities, by agency and state: Fiscal year 1994	402
364.	Summary of federal funds for research, development, and R & D plant: Fiscal years 1988 to 1996	403
365.	Federal obligations to colleges and universities for research and development, by field: United States and outlying areas, 1980 to 1994	405
366.	U.S. Department of Agriculture obligations for child nutrition programs, by state or other area: Fiscal years 1994 and 1995	406
367.	U.S. Department of Health and Human Services allocations for Head Start and enrollment in Head Start, by state or other area: Fiscal years 1992, 1993, 1994 and 1995	407

368.	Public school students receiving federally funded free or reduced price lunches, by selected school characteristics: School year 1993–94	408
369.	Public and private school students receiving federally funded Chapter 1 services, by selected school characteristics: School year 1993–94	408

5. Outcomes of Education

Educational Characteristics of the Workforce

370.	Percent of 18- to 25-year-olds reporting drug use during the past 30 days and the past year: 1972 to 1994	413
371.	Percent of 1972, 1982, and 1992 high school seniors who felt that certain life values were “very important,” by sex: 1972 to 1994	413
372.	Labor force participation of persons 16 years old and over, by age, sex, race/ethnicity, and highest level of education: 1995	414
373.	Occupation of employed persons 25 years old and over, by educational attainment and sex: 1995	414
374.	Unemployment rate of persons 16 years old and over, by age, sex, race/ethnicity, and highest degree attained: 1992, 1994, and 1995	415
375.	Median annual income of year-round full-time workers 25 years old and over, by level of education completed and sex: 1989 to 1994	416
376.	Total annual money income and median income of persons 25 years old and over, by educational attainment and sex: 1994	417
377.	College enrollment and labor force status of 1994 and 1995 high school graduates 16 to 24 years old, by sex and race/ethnicity: October 1994 and October 1995	418

Recent High School and College Graduates

378.	Labor force status of 1979–80 to 1994–95 high school dropouts 16 to 24 years old, by sex and race/ethnicity: October 1980 to October 1995	419
379.	Employment of 12th graders, by selected student characteristics: 1992	420
380.	Full-time employment status of bachelor’s degree recipients 1 year after graduation, by field of study: 1976 to 1991	421
381.	Employment status of 1989–90 bachelor’s degree recipients 1 year after graduation, by field of study and occupational area: 1991	422
382.	Percent of 1989–90 bachelor’s degree recipients pursuing further education within 1 year after graduation, by type of enrollment and undergraduate major: 1991	423
383.	Average annual salary of bachelor’s degree recipients employed full-time 1 year after graduation, by field of study: 1976 to 1991	423
384.	Participation of young adults in voluntary organizations, by selected characteristics: 1984 to 1986 and 1992 to 1994	424
385.	Literacy skills of adults, 16 years old and over, by selected characteristics: 1992	425

6. International Comparisons of Education ‘

386.	School-age populations as a percent of total population: Selected countries, 1985, 1990, and 1991	433
------	---	-----

387.	Percent of population enrolled in secondary and postsecondary institutions, by age group: Selected countries, 1985, 1990, and 1991	433
388.	Selected statistics for countries with populations over 10 million, by continent: 1980, 1990, and 1993	434
389.	Estimated population, school enrollment, teachers, and public expenditures for education in major areas of the world: 1980, 1990, 1992, and 1993	436
390.	Pupils per teacher in public and private elementary and secondary schools, by level of education: Selected countries, 1985 to 1992	437
391.	Geography proficiency of 13-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	437
392.	Characteristics of educational systems participating in the International Assessment of Educational Progress: 1991	438
393.	Classroom, home, and mathematics activities of 9-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	438
394.	Mathematics test scores of 9-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	439
395.	Classroom, home, and mathematics activities of 13-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	440
396.	Mathematics test scores of 13-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	441
397.	Science test scores of 9-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	442
398.	Classroom, home, and science activities of 9-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	443
399.	Classroom, home, and science activities of 13-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	443
400.	Science test scores of 13-year-olds in educational systems participating in the International Assessment of Educational Progress: 1991	444
401.	Reading literacy test scores of 9-year-olds: Selected countries, 1992	445
402.	Reading literacy test scores of 14-year-olds: Selected countries, 1992	446
403.	Number of bachelor's degree recipients per 100 persons of the theoretical age of graduation, by sex: Selected countries, 1989 to 1992	447
404.	Percent of undergraduate degrees awarded in science: Selected countries, 1985, 1990, and 1991	447
405.	Percent of graduate degrees awarded in science: Selected countries, 1985, 1990, and 1991	448
406.	Public education expenditures per student, by level of student: Selected countries, 1985 to 1992	448
407.	Public expenditures for education as a percentage of gross domestic product: Selected countries, 1985 to 1992	449

408.	Foreign students enrolled in institutions of higher education in the United States and outlying areas, by continent, region, and selected countries of origin: 1980–81 to 1994–95	450
------	---	-----

7. Library Resources and Technology

Libraries

409.	Selected statistics of public and private school libraries/media centers, by level and size of school: 1990–91	453
410.	Percent of public schools having access to selected telecommunication capabilities, by location of access site and level of school: 1994 and 1995	454
411.	Percent of public schools and school classrooms having access to the Internet, by school characteristics: 1994 and 1995	454
412.	General statistics of college and university libraries: 1974–75 to 1991–92	455
413.	Selected statistics on the collections, staff, and operating expenditures of 50 large college and university libraries: 1988	456
414.	General statistics of public libraries, by population of legal service area: 1993	457
415.	Public libraries, books and serial volumes, annual attendance, and reference transactions, by state: 1993	457

Computers and Technology

416.	Percent of workers, 18 years old and over, using computers on the job, by selected characteristics and computer activities: October 1993	458
417.	Access to and use of home computers, by selected characteristics of students and other users: October 1993	459
418.	Student use of computers, by level of instruction and selected characteristics: October 1984, 1989, and 1993	460

Guide to Sources

Appendix Tables

A1.	Standard errors for enrollment and completion status of first-time postsecondary students starting during the 1989–90 academic year, by degree objective and other student characteristics: 1994	488
A2.	Respondent counts for selected High School and Beyond surveys	489
A3.	Design effects (DEFF) and root design effects (DEFT) for selected High School and Beyond surveys and subsamples	490
A4.	Standard errors for the NAEP reading proficiency study: 1971 to 1992	490
A5.	Standard errors for the NAEP writing, history, and civics proficiency studies: 1976 to 1992	490
A6.	Standard errors for the NAEP mathematics and science proficiency studies: 1977 to 1992	491
A7.	Respondent counts for the National Educational Longitudinal Study: 1988, 1990, and 1992	491
A8.	Design effects (DEFF) and root design effects (DEFT) for selected National Educational Longitudinal Survey samples	492

A9.	Standard errors for undergraduates enrolled full time and part time in fall 1989, by aid status and source of aid during 1989–90, and control and level of institution	492
A10.	Respondent counts of full-time workers from the Recent College Graduate survey: 1976 to 1991	493
A11.	Estimated enrollment rates and standard errors in the October Current Population Survey	493
A12.	Estimated educational attainment rates and standard errors in the March Current Population Survey	493
A13.	Estimated standard errors for selected estimates of persons from the “Participation in Adult Education” CPS supplement	494
A14.	Estimated participation rates and standard errors in the “Participation in Adult Education” CPS supplement	494
A15.	Percent of seniors who had ever used selected drugs and 95 percent confidence limits: 1986	494
A16.	Sampling errors (95 percent confidence level) for percentages estimated from the Gallup Poll: 1992 and 1993	494
A17.	Sampling errors (95 percent confidence level) for the difference in two percentages estimated from the Gallup Poll: 1992 and 1993	495
A18.	Approximate sampling errors (95 percent confidence level) for percentages estimated from the Metropolitan Life “Survey of the American Teacher, 1987”	495
A19.	Approximate sampling errors (95 percent confidence level) for the differences in two percentages estimated from the Metropolitan Life “Survey of the American Teacher, 1987”	495
A20.	Maximum differences required for significance (90 percent confidence level) between sample subgroups of the “Status of the American Public School Teacher” survey .	495

INTRODUCTION

In the fall of 1996, about 66.1 million persons were enrolled in American schools and colleges (table 1). About 4.0 million were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.4 million. Thus about 74 million people were involved, directly or indirectly, in providing or receiving formal education. In a nation with a population of about 265 million, more than 1 out of every 4 persons participated in formal education.

Elementary/Secondary Enrollment

Since the enrollment rates of kindergarten and elementary school age children have not changed in many years, increases in elementary school enrollment have been driven by increases in the number of young people. Enrollment in public elementary and secondary schools rose 16 percent between 1985 and 1996. The fastest growth occurred in the elementary grades, where enrollment rose 21 percent over the same period, from 27.0 million to a record high of 32.8 million in 1996 (table 2). Secondary enrollments declined 8 percent from 1985 to 1990, but then rose by 15 percent from 1990 to 1996, for a net increase of 5 percent.

Private school enrollment grew more slowly than public school enrollment over this period, rising 4 percent, from 5.6 million in 1985 to 5.8 million in 1996. As a result, the percentage of students enrolled in private schools declined from 12 percent in 1985 to 11 percent in 1996.

The National Center for Education Statistics (NCES) forecasts record levels of enrollment during the late 1990s. It is anticipated that by the year 1997, public school enrollments will surpass the previous high set in 1971 and will continue to climb into the next century. Public elementary school enrollment is expected to reach 33.2 million in 1997 and 33.9 million in 2000 (table 3). Between fall 1996 and fall 2000, public elementary enrollment is projected to grow by 3 percent, while public secondary school enrollment is expected to rise by 6 percent.

Higher Education

College enrollment rose to a record level of 14.5 million in fall 1992 and is expected to return to nearly that level in 1996, after falling slightly between 1993

and 1995 (table 3). Despite decreases in the traditional college-age population during the 1980s and early 1990s, total enrollment has remained relatively high because of the increased participation of older women students and a high rate of college attendance for recent high school graduates (tables 171 and 180). The number of part-time students has generally increased at a faster rate than full-time students (table 169).

Teachers

An estimated 3.1 million elementary and secondary school teachers will be engaged in classroom instruction in the fall of 1996 (table 4). This number has risen in recent years, up about 18 percent since 1986. The number of public school teachers in 1996 will be about 2.7 million and the number in private schools will be about 0.4 million. About 1.9 million teachers are expected to teach in elementary schools, while about 1.2 million will teach at the secondary level (table 4).

The number of public school teachers has risen at a slightly faster rate than the number of students over the past 10 years, resulting in a small decrease in the pupil/teacher ratio. The lower pupil/teacher ratio reflects the trend toward more specialized education programs. In the fall of 1996, there were 17.4 public school pupils per teacher compared with 17.7 public school pupils per teacher 10 years earlier. During the same time period, the pupil/teacher ratio in private schools fell from 15.7 to 15.1 (table 63). Despite the historical trend towards lower pupil/teacher ratios, the fluctuations since 1990 suggest stability or an increase in the pupil/teacher ratio.

The salaries of public school teachers, which lost purchasing power to inflation during the 1970s, rose faster than the inflation rate in the 1980s. The rising salaries reflect an interest by state and local education agencies in boosting teacher salary schedules and, to some extent, an increase in teachers' experience and education levels (tables 68 and 76). The value of teachers' salaries, after adjustment for inflation, rose about 6 percent between 1985–86 and 1995–96. Virtually all of this increase occurred during the mid 1980s. Since 1990–91, the average salary for teachers actually fell slightly after adjusting for inflation. The average salary for teachers in 1995–96 was \$37,846 (table 76).

Public perception about problems facing the local public schools has shifted in the past several years. Between 1986 and 1990, an increasing number of people believed that drug use was a major problem, but the proportion of people with this opinion dropped to 7 percent in 1995. The most frequently cited problem in 1995 was lack of discipline (15 percent). Fighting, gangs, and violence was cited by 9 percent of the population. The lack of financial support was cited as a major problem by 11 percent of the public (table 22).

Faculty and Staff

During the fall of 1992, there were 905,000 instructional faculty and staff members teaching in higher education institutions. Making up this figure were 528,000 full-time, and 377,000 part-time instructors who varied in number of hours and students taught. Full-time instructors generally taught more hours and more students, with 61 percent teaching eight or more hours per week, and two-thirds teaching 50 or more students. About 30 percent of part-time instructors taught eight or more hours per week, and 30 percent taught 50 or more students (tables 223 and 224).

Another defining feature of college faculty is that it is disproportionately composed of white males. For full-time faculty, the percentage of white males is 58 percent, and it is slightly less than half, at 49 percent, for part-time faculty (table 227).

Student Performance

Student achievement has improved in many areas, especially for minority children in mathematics and science. Improvements for all students during the 1980 to 1992 period were more consistent in the areas of mathematics and science than in reading.

Reading

Overall, the reading achievement scores for the country's 9-, 13- and 17-year-old students are mixed. Many of the advancements in performance that had been made in earlier years among black students, as well as among 9-year-olds and 17-year-olds from disadvantaged urban communities, have not continued or have reversed. For example, while 9-year-olds in the bottom quartile of the distribution were as proficient in 1992 as those in 1971, their performance has not returned to the higher level that was obtained in 1980. Those in the 75th percentile showed no difference from the first assessment. For 13-year-olds, overall gains were seen only for students in the top and middle of the distribution, while those in the low end failed to maintain gains they had made between 1971 and 1988. At age 17, middle and lower end students had proficiencies higher in 1992 than in

1971. The average performance for the top performing students returned to the 1971 level, reflecting an increase since 1980 (tables 105 and 106).

Mathematics

Results from assessments of mathematics proficiency indicate that students have made some improvements in their skill with basic computations. However, the performance of older students on advanced mathematical operations has shown little change. The proportion of 9-year-olds who showed beginning skills and understanding rose from 70 percent in 1978 to 81 percent in 1992. The proportion of 9-year-olds demonstrating skill with numerical operations and beginning problem solving rose from 20 percent to 28 percent during the same time period (table 117).

At ages 9 and 13, significant improvement was observed between 1978 and 1992. For 17-year-old students, performance did not change between 1978 and 1982, but an upturn occurred during the following decade. For all ages, there were significant increases in average proficiency between 1982 and 1992. Sizable increases also were registered by minority students, with increases among black and Hispanics at all three age groups.

A 1992 voluntary assessment of the states found that mathematics proficiency varied widely among eighth-graders in the 44 jurisdictions (41 states, 2 territories, and the District of Columbia) that participated in the program (table 118). In 1992, student performance was significantly better than in 1990 in 17 of the jurisdictions participating in both assessments. No state experienced a significant decline in achievement.

Science

Improvements also were registered in science proficiency between 1977 and 1992. The proportion of 9-year-olds who understood simple scientific principles rose from 68 percent in 1977 to 78 percent in 1992. Also, the proportion of 9-year-olds who were able to apply basic scientific information rose. The percentage of 13-year-olds demonstrating the ability to apply basic scientific information rose from 49 to 61 percent between 1977 and 1992, but no improvement was registered at the higher levels of achievement. No significant changes occurred in the overall achievement of 17-year-olds between 1977 and 1992 with the exception of the ability to analyze scientific procedures and data. For this skill, the percentage of 17-year-old students who demonstrated success increased significantly. Black and Hispanic students at all three ages performed significantly better in 1992 than in 1977 (tables 122 and 123).

International Comparisons

On an international assessment of reading literacy, U.S. students scored in the top performing group at ages 9 and 14 (tables 401 and 402). However, in mathematics and science the results of international comparisons are less encouraging. Recent international assessments of mathematics and science have highlighted the relatively low level of achievement of U.S. students, particularly older students, compared with their peers in other countries (tables 393 to 400). In a 1991 science assessment that was administered to nationally representative groups of 9-year-olds in 10 different countries, U.S. students scored lower than Korean students but about the same as students from Taiwan, Canada, Hungary, Spain, and the former Soviet Union. In a mathematics assessment, U.S. 9-year-olds had averages that were below 5 of the 9 other countries (tables 393 and 394). The U.S. 13-year-olds placed in the middle group of countries with nationally representative science achievement data (table 399). In the mathematics assessment of 13-year-olds, the U.S. students were higher than only 1 of 14 countries (Jordan) and about the same as Slovenia and Spain. The remaining 11 countries all had average test scores that were significantly higher than the U.S. (table 396).

Graduates and Degrees

The number of high school graduates in 1994–95 totaled about 2.6 million. Approximately 2.3 million graduated from public schools and less than 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77 when 3.2 million people earned their diplomas. The dropout rate declined over this period, from 14 percent of all 16- to 24-year-olds in 1977 to 12 percent in 1995 (table 101).

The number of degrees conferred by institutions of higher education is estimated to have been at an all-time high during the 1994–95 school year: 530,000 associate degrees; 1,192,000 bachelor's degrees; 405,000 master's degrees; 77,000 first-professional degrees; and 43,000 doctor's degrees (table 239).

The Bureau of the Census has collected annual statistics on the educational attainment of the population in terms of years of school completed. These data indicate that, between 1980 and 1995, the proportion of the adult population 25 years of age and over with 4 years of high school or more rose from

69 percent to 82 percent and the proportion of adults with at least 4 years of college increased from 17 percent to 23 percent. In contrast, the proportion of young adults (25- to 29-year-olds) completing high school remained virtually unchanged, and the proportion completing college rose only slightly (table 8).

Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at \$530 billion for 1995–96. The expenditures of elementary and secondary schools are expected to total about \$318 billion for 1995–96, while those for institutions of higher education will be about \$211 billion. Viewed in another context, the total expenditures for education are expected to amount to about 7.3 percent of the gross domestic product in 1995–96, about the same percentage as in the recent past (table 30).

Summary

The statistical highlights in this section of the report provide a quantitative description of the current American education scene. Clearly, from the large number of participants, the number of years that people spend in school, and the large sums expended by educational institutions, it is evident that the American people have a high regard for education. Assessment data indicate that there have been improvements in mathematics and science performance between 1982 and 1992. A higher proportion of high school graduates are going on to college. Yet, wide variations in student proficiency from state to state and mediocre scores of American students in international assessments pose challenges.

NOTE: Readers should be aware of the limitations of statistics. These limitations vary with the exact nature of a particular survey. For example, estimates based on a sample of institutions will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey procedures. Although some of the surveys conducted by the National Center for Education Statistics are complete, census-type surveys, all surveys are subject to design, reporting, and processing errors and errors due to nonresponse. More information on survey methodologies can be found in the "Guide to Sources" in the appendix. Price indexes for inflation adjustments can be found in table 37.